DOCUMENT RESUME

ED 094 562 FL 005 768

TITLE	A Comprehensive Design for Bilingual Education, Second Edition.
INSTITUTION	Chicago Board of Education, Ill.
PUB DATE	73
NOTE	63p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Administrator Guides; *Bilingual Education; Bilingualism; Bilingual Schools; Bilingual Students; *Educational Needs; *Educational Objectives; Ethnic Groups; Non English Speaking; *Program Design; Program Development
IDENTIFIERS	*Chicago

ABSTRACT

The main purpose of this publication is to describe the educational needs and goals expressed by various communities in Chicago for young people whose first language is not English, or who live in a community where a language other than English is spoken predominantly. The first of the five sections of this document is concerned generally with the non-English-speaking pupils in Chicago, the development of bilingual education in the United States, and the values of bilingual education. The second section reviews government-funded programs currently functioning in the Chicago public schools that are of particular benefit to non-English-speaking pupils. The third section details the city's bilingual education needs assessment and outlines the resultant comprehensive design, for which overall needs and goals were classified into five components: instruction, staff development, community involvement, curriculum, and management. This design does not offer developed proposals or models for specific programs. The fourth section consists of supplementary materials and statistics related to bilingual education, and the fifth section contains bibliographic references. (Author/LG)

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A COMPREHENSIVE DESIGN FOR BILINGUAL EDUCATION

Second Edition

Department of Government Funded Programs

BOARD OF EDUCATION CITY OF CHICAGO

FL 005 764

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First Edition published 1972
Second Edition 1973

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INTRODUCTION

The Chicago public schools recognize the importance of educational programs which meet the needs of its large, diversified student population. One area of particular concern is bilingual education which will enable pupils to communicate with equal facility in English and in their native languages and will provide knowledge and appreciation of their cultural heritage as well as that of the United States.

The main purpose of this publication is to describe the educational needs and goals expressed by various communities in Chicago for its young people whose first language is not English or whose first language is English but who live in a community where a language other than English is spoken predominantly.

The design is not to be considered as a statement of priorities since, under decentralization, priorities are appropriately the concern of the field units. However, the design does provide support for schools and communities when developing proposals for the funding of bilingual education programs.

Preliminary proposals transmitted through appropriate channels will be accepted by the Department of Government Funded Programs at any time during the year. Board of Education units and community groups jointly developing preliminary drafts of proposals according to the Guidelines for Proposal Writers (available from the Department of Government Funded Programs) will receive technical assistance, review of their drafts, and, if necessary, recommendations for revision from the department. The purpose of the review is to prepare a proposal for funding.

The Department of Government Funded Programs will assume responsibility for assisting in identifying potential sources of funding for a proposal after it is approved by the Board of Education for submission to any funding source.

There are five sections to this document. The first section concerns the non-English-speaking pupils in Chicago, the development of bilingual education in the United States, and the values of bilingual education.

The second section reviews government-funded programs which are currently functioning in Chicago public schools and are of particular benefit to non-English-speaking pupils.

The third section explains the methods of conducting an assessment of comprehensive needs, involving school and community participation. The section then classifies the total needs and goals into five major components which constitute a comprehensive design for bilingual education.

The fourth section comprises supplementary materials, and the fifth section contains a bibliography relative to bilingual education.

PART ONE

Rationale For Bilingual Education

NON-ENGLISH-SPEAKING PUPILS IN CHICAGO

There are many classrooms in the Chicago public schools, as there are throughout the nation, where children of various ethnic backgrounds and cultures sit side by side but whose worlds seldom meet. Language and cultural barriers contribute to problems which are related to negative attitudes, underachievement, racial conflicts, and dropping out of school.

In Chicago, Spanish-speaking Americans comprise the fastest-growing foreign born ethnic group to settle in the city during the last ten years. Providing bilingual education according to the special needs of pupils in this group is complex and difficult since Chicago has more than just one Spanish group, unlike parts of Texas, California, or New York. There are many Spanish-speaking groups from Mexico and Puerto Rico, Cuba and the Caribbean Islands, and Central and South America. Moreover, these groups are further divided into several subgroups.

In the United States, Chicago is the city where the two largest groups of Latin descent, Puerto Ricans and Mexican-Americans, meet in relatively equal numbers. Chicago has more Mexican-Americans than any other city outside the Southwest and more Puerto Ricans than any other city except New York.

According to data available in the Municipal Reference Library in City Hall, the Spanish-speaking People's Study Commission reported in 1971 that 325,000 Spanish-speaking persons reside in the city. This figure is slightly less than 10 percent of the city's total population.

A phenomenal growth in the Puerto Rican population has occurred in Chicago since 1950. That year the United States census listed only 200 Puerto Rican residents in the city. By 1960, the city's Puerto Rican population increased to 36,000. Informed sources at the Commonwealth of Puerto Rico offices in Chicago estimated a 1970 census count of 80,000 to 100,000 Puerto Ricans.

In 1972, total enrollment in Chicago public schools was 558,825, of which 61,978 (11.1 percent) were Spanish-surnamed pupils. According to this survey, the total school enrollment is decreasing and the number and percentage of Spanish-surnamed students is increasing. The projected number of Spanish-surnamed students for 1975 is 68,000 (12.7 percent) of the total school population. The number is expected to level off in 1980 to approximately 67,000 while the percentage increases to 14.1 percent.

The Board of Education's Survey of Pupils Whose First Language Is Other Than English (November 30, 1972) indicates that there are 35,452 Spanish-speaking pupils in the regular elementary schools. Of these pupils, 17,506 (49.4 percent) listed Puerto Rico as their country of family origin, and 14,385 (40.6 percent) were of Mexican origin. The majority of these pupils have English language deficiencies, and they are reading one or more years below grade level.

Of the total enrollment of 138,343 students in the high schools, 53,349 speak Spanish as a first language. As the students proceed through school, some learn enough English so as to be removed from the language deficiency category. Others drop out.

In addition to the Spanish-speaking students, there are 6,886 (1.7 percent) regular elementary school pupils who speak languages other than Spanish as a first language: 1,313 students speak Greek; 1,245, Italian; 684 Chinese; 566, Polish; 315, German; 264, languages of India; 197, Japanese; 171, American Indian languages; and 2,131, other languages.

Of the high school students, 1,730 speak languages other than Spanish as a first language: 356 speak Greek; 328, Polish; 223 Italian; 205 Chinese; 98, American Indian languages; 72, German; 35, Japanese; 24, languages of India; and 389, other languages.

Currently, Chicago has a relatively sound economic status with the lowest overall unemployment rate of any major city in the United States. As of July 1973, the unemployment rate for the nation was 4.7 percent; for the city, 3.4 percent. This is the seasonally adjusted rate for the Chicago Standard Metropolitan Statistical Area which includes Lake, Will, Cook, Kane, McHenry, and DuPage counties. The information is computed monthly by the Statistic Research Department in City Hall.

The unemployment rate, however, is higher for minority groups in both the nation and the city. Nevertheless, the city continues to attract many new non-English-speaking people seeking jobs. Estimates from current government records indicate that a substantial number of newcomers enter the Chicago area each month.

The new arrivals to the city tend to settle in an area where their ethnic groups are already established. Thus, there are heavy concentrations of Puerto Ricans in the West Town area on the North Side of Chicago, persons of Mexican descent in the Pilsen area and in South Chicago; Greeks in the Ravenswood area; Lithuanians in the Marquette Park area, Chinese in the Near South Side and the Rogers Park areas; and Polish on the Northwest Side.

DEVELOPMENT OF BILINGUAL EDUCATION IN THE UNITED STATES

Bilingual education programs in the nation's public school have been on the rise since 1963. That was the year a completely bilingual education program was successfully launched in the Coral Way School, Miami, with the aid of public and private foundation funds. The program was implemented by the Dade County, Florida, Schools to meet the educational needs of the children of Cubans who were rapidly moving into Miami.

In 1964, two other noteworthy approaches to bilingual education were begun in Texas: one in the Nye School of the United Consolidated Independent School District in Webb County, outside of Laredo, and the other in the San Antonio Independent School District.

By 1967, 21 states had bilingual education programs concerned with Spanish, Portuguese, and French languages. Of the American Indian children, 80,000 speaking Navajo, Pomo, Cherokee, and other Indian languages were enrolled in bilingual federal, mission, and public schools.

A major effort in the growth of bilingual education and a commitment on the part of the federal government to the cause was the passage of the Bilingual Education Act of 1968 which became Title VII of the Elementary and Secondary Education Act. This act affirms the primary importance of the English language in the nation, but it also recognizes that the use of children's native language in school can have a beneficial effect upon their education.

Article XX of the Illinois constitution mandates that the schools provide suitable education for all its citizenry. Under the State Bilingual Education Act, bilingual education centers were funded in 1970 to help implement programs for non-English-speaking pupils. State funds to expand bilingual programs are presently provided through Senate Bill 1157. Increased aid for bilingual education for Chicago will go from $1.4 million during the 1972-73 school year to $3.9 million in the 1973-74 school year.

In December 1971, Massachusetts became the first state to have mandatory bilingual education programs for non-English-speaking pupils. A state law required every school system with 20 or more children of limited English-speaking ability to provide a transitional bilingual education program. Massachusetts children are enrolled in classes in which all subjects are taught in their native language. As their proficiency in English increases, they are transferred to classes taught in their second language.

A similar bill was initiated in Illinois in June 1973 by the Spanish-Speaking Peoples Study Commission and signed by the governor in September 1973 for implementation in 1974. The bill establishes a Department of Transitional Bilingual Education in the Office of the Superintendent of Public Instruction. Through House Bill 1223, every child in the state of Illinois who speaks English as a second language should be provided with an educational program relevant to his developmental level and cultural heritage.

The various methods of teaching foreign languages and English as a second

language are based on techniques developed for the Armed Forces during World War II. During the war, there was a demand for people who could communicate in different languages. The Armed Forces called upon linguists to develop new and quicker approaches to learning foreign languages. Further development of these approaches was made possible under funds provided by the National Defense Education Act (NDEA).

The teaching of English as a second language requires that the teacher understands and makes a contrastive analysis of English and the pupil's native language. ESL (English as a Second Language) utilizes imitation on the part of the learner, conscious selection of a particular form or arrangement of words through substitutions or conversion of sentence patterns previously practiced, and demonstration of mastery over a linguistic feature by using it more or less spontaneously. Because children enjoy this learning approach and benefit from it, it is popular, and many parents of non-English-speaking children ask for ESL programs to be expanded. However, educators are concerned about ESL because it gives no attention to other curricular needs of the learner.

Another learning method is the interdisciplinary approach which combines a second language pattern-practice and subject-matter. Programs using this method began in New Mexico in 1963 and in Texas in 1966. A more highly developed interdisciplinary approach was incorporated in the Migrant Program of the Michigan Department of Education in 1968-70 where subject matter areas provided the content for language development activities. Educators were concerned about the interdisciplinary approach because it did not consider the culture of the student.

These two approaches, the ESL and the interdisciplinary, both in existence in the sixties, brought about concerns that resulted in statesmen and educators working together to consider a more complete approach toward language development: bilingual education.

Current research points to the confusion that surrounds the definition of bilingual education. A cursory examination of bilingual education programs that are not closely linked to societal factors, both in the United States and in other countries, leaves very little doubt that many meanings are given to the term "bilingual education."

Though it may be more economical to assign a limited definition to the term, it also must be rememberd that within the framework of a rationale for bilingual education there are many possibilities for programs and approaches that relate to the needs of non-English-speaking minority groups as well as native speakers of English. According to William F. Mackey ("A Typology of Bilingual Education," 1970), programs need to consider the various combinations of language used in the home, in the school, in the community, and in the nation. Mackey names nine contextual settings for language usage which produce a typology of 90 basically different patterns. Useful as this typology is at the theoretical level, it makes no attempt to consider the effect of societal factors in the home, school, community, and nation upon bilingual education programs.

Bilingual education is an approach that brings together three distinct elements: bilingualism, bicultural education, and curriculum. The

elements are woven together within the organizational structure of the school system.

Bilingualism, stated most simply, is communicating in two languages. For school purposes, bilingualism is learning to listen, speak, read, and write in two languages; learning to raise the level of proficiency of each language from a limited use and knowledge to a competency of being completely at home in both languages, and learning to solve problems encountered in daily living by using each language. The language that the student learns in his home is called the native language; a synonym for this is the mother tongue. The language that the student wishes to acquire is called the target language, also referred to as the second language. For the non-English-speaking child in the United States, English is the target language; for the English-speaking child in the United States who lives in a community where a language other than English is spoken, the language other than English is the target language.

Bicultural education is the teaching of the values, mores, institutions, ethnic background, and history of the native and target cultures so that a pupil can be comfortable and function in either culture.

Curriculum in the bilingual education setting is a systematic group of courses or sequences of subjects taught and studied in two languages, using textbooks, resource books, reference books, nontextual materials, teaching aides, audiovisual aides, manipulatives, and other instruction tools that are written or produced in two languages through the entire educational setting. This includes the general overall plan of qualifying the pupil for graduation or certification or for entrance into a professional or vocational field.

These three elements, bilingualism, bicultural education, and curriculum, make up that educational approach called bilingual education. The organizational structure of the school system must have appropriate bridges or structures so that individual pupils may begin or terminate the bilingual education approach when it best suits their need.

VALUES OF BILINGUAL EDUCATION

Bilingual education is a realistic approach to the educational needs of thousands of boys and girls who must acquire positive self-concepts and communication skills in order to compete educationally, socially, and economically as first-class citizens and full participants in today's society.

For the child who comes from a non-English-speaking background, bilingual education can also help maintain family loyalty. Programs that recognize a child's language and culture help to foster positive self-concepts in a youngster. Rather than becoming alienated from the cultural ties of his family, he will learn to enjoy and value diversity. The child who remains loyal to his family is more likely to develop allegiance to his school and country.

Non-English-speaking children are not the only ones who stand to profit from bilingual education programs. English-speaking children who live in a community in which a second language is spoken will also have the opportunity to learn another language and become sensitive to another culture.

Bilingual education makes many contributions to the community. It promotes an awareness of people and their needs, it implements curriculum that relates to various groups, it fosters schools that are relevant to community life, and it provides educational growth and fulfillment for pupils and their parents. Further, bilingual education advocates respect and understanding among ethnic groups, resulting in workable and trustworthy relationships.

The nation as a whole will benefit from bilingual education as it will produce more varied educational opportunities and more college and career-oriented students, and, therefore, greater independence and services for all. But most important, a generation of young people will grow up learning and understanding that it takes the contributions of many people in our pluralistic society to enrich the quality of life in the United States.

PART TWO

Status Of Bilingual Education

GOVERNMENT-FUNDED PROGRAMS IN CHICAGO SERVING PUPILS WITH LIMITED ENGLISH-SPEAKING ABILITY

With the assistance of federal and state funds, special education programs are conducted in Chicago public schools to meet the needs of pupils who have limited English-speaking ability because they come from areas where the dominant language is one other than English. Eligible nonpublic school pupils participate in government-funded programs in compliance with federal and state guidelines.

Proposals for the expansion of current bilingual education programs and the implementation of new projects are developed and submitted to various funding agencies on a continuous basis.

The following is a description of government-funded programs currently functioning in Chicago public schools and of particular benefit to non-English-speaking pupils.

The Elementary and Secondary Education Act of 1965 and its amendments authorize federal funds to improve the quality of education and to increase the range of opportunities for personal development in the elementary and secondary schools of the nation. The titles in this act that directly affect the non-English-speaking are ESEA Title I, Education of Children from Low Income Families; ESEA Title III, Supplementary Education Centers and Services; and ESEA Title VII, Bilingual Education.

Three activities, funded under Title I for fiscal 1974, provide special assistance for eligible non-English-speaking pupils:

1. Language in Transition (Activity for Non-English-Speaking Children)

   This activity provides intensive instruction in English as a second language for approximately 1,100 eligible pupils at the kindergarten through grade eight levels. Operational in 12 schools with high percentages of non-English-speaking pupils, the activity takes place in a special room or space equipped with linguistically oriented materials.

   Pupil participants in the activity meet in groups of not more than 15 for English language instruction. Pupil schedules are planned so that participation in the activity does not interfere with the regular classroom instruction in language arts.

   Pupils are grouped by age and ability to speak and understand English. Those most severely limited in ability to speak English are placed in the smallest groups so that they may receive as much individualized instruction and tutoring as possible.

2. TESL-on-Wheels

   This activity provides two mobile language instruction laboratories for approximately 270 non-English-speaking pupils in six eligible

Title I schools. Each school is visited by a mobile on the average of 60 times a year. During each visit, eligible intermediate and upper-grade pupils, meeting in small groups, receive instruction in English language skills for 90 minutes a day. Only pupils who are participants in the Language in Transition activity and have a special need for additional instruction in English as a second language are served by the mobiles.

3. Orientation and Language Development Centers

This activity provides instruction in communication skills in four centers for approximately 400 pupils who are 8 to 17 years of age, recent arrivals to this country, speak little or no English, and live in the attendance area of an orientation center. Pupils attend a center for a full school day and remain for a period of four months, depending upon their special needs and abilities. They return to their home schools after they have demonstrated progress in the ability to communicate in English and to interact successfully in a regular classroom.

In addition to the preceding three activities, non-English-speaking pupils also benefit from Title I programs which provide supplementary instruction in the language arts. These programs provide activities for children who speak English but whose reading level is two-grade levels below grade placement. Also notable is Basic Occupational and Skill Training (BOAST), a Title I activity, which serves two education and vocational guidance centers, J. N. Thorp and Andersen, where there is a high concentration of Spanish-speaking pupils. The BOAST activity provides individualized and small-group vocational experiences in fully equipped shops for eligible pupils who have been identified as potential dropouts and in need of special education and social and vocational guidance.

School library resources, provided under Title II, are used by non-English-speaking pupils.

Under Title III, two Community Bilingual Education Centers serve all age groups, from prekindergarten children to adults, in two neighborhoods: one predominantly Puerto Rican (District 6); the other, Mexican-American (District 19). The centers provide English and Spanish language development activities as well as experiences relating to both Spanish and American cultures.

Under Title IV, a bilingual National Demonstration Program, established through the Southwest Educational Development Corporation and implemented in the Jungman and Seward schools, provides teachers and teacher aides with inservice workshops in the use of bilingual education instruction materials. The materials, developed at the Southwest Educational Development Laboratories in Austin, Texas, are designed for bilingual kindergarten, bilingual oral language/reading, and bilingual early childhood components.

Title VII funds bilingual education centers in 10 schools where there is a high concentration of non-English-speaking students: Morel Campos; Froebel, Branch of Harrison; Goudy; Hawthorne; Jackson; Jirka; Kosciuszko; Komensky; McLaren; and Seward. The programs are determined in cooperation with parents and community organizations and are designed to maintain growth in content and concept learning in the native language while developing language skills in English.

Under Title I of the Demonstration Cities and Metropolitan Development Act of 1966 (Model Cities), programs also have been developed to help the non-English-speaking. Teaching English to Speakers of Other Languages (TESOL) works to improve the communication skills of non-English-speaking students, to help families adjust to urban life, and to aid the students in raising their level of achievement in school.

Model Cities also provides inservice training in Area C schools where there are high enrollments of Spanish-speaking pupils. Other Model Cities programs maintain supportive services designed to lessen the problems of poverty that affect many Spanish-speaking persons.

The Education Professions Development Act of 1968 provides funds for two programs affecting Spanish-speaking people:

1. Bilingual Teacher Corps

   A bilingual teacher corps program, administered by the Chicago public schools in cooperation with the University of Illinois at Circle Campus, has been established in District 19 to recruit and train Spanish-speaking people from the community for teaching careers. During the two-year program, participants serve as interns in the schools and communities of District 19 while pursuing an undergraduate course of study leading to a bachelor's degree. Emphasis is placed on the recruitment and selection of participants whose backgrounds indicate a particular empathy for or knowledge of the people in the communities being served. Approximately 38 persons are currently participating in this program.

2. Career Opportunities Program

   Sponsored by the Chicago public schools in conjunction with the Chicago State College and Northeastern Illinois University's Center for Inner City Studies, this program offers year-round, tuition-free college study in an education career-advancement program for teacher aides from low income areas in order to qualify them for teaching certification requirements. Credits for all courses taken by the participants are applicable toward a bachelor's degree. Criteria for selection of participants include low income status, career commitment, and evidence of ability and desire to complete the program. Eighty percent of the funds is allocated to Model Cities target areas, and 20 percent to areas with significant numbers of Spanish-speaking residents. Approximately 55 bilingual persons are currently working in the program and will eventually be certified as teachers.

Under the Omnibus Crime Control and Safe Streets Act, materials have been developed to give students an awareness of the legal means available to all people when seeking redress of grievances, to create an understanding of the rights and responsibilities of citizens in a lawful society, and to help persons in the transition to an urban society. These materials are available in Spanish translations.

Currently, the Illinois Law Enforcement Commission is funding an Early Action Opportunity Centers Program under the Safe Streets Act in two Chicago public high schools: Crane and Wells. The program is designed to prevent students from dropping out of school. Of the 100 students served by the program at Wells High School, a sizeable percentage are Spanish-speaking.

The Economic Opportunity Act of 1964 provides funds for two programs which benefit Spanish-speaking participants: Head Start and the Neighborhood Youth Corps.

The Head Start program receives 80 percent of its funds from the federal government and 20 percent from local contributions. The program currently provides a prekindergarten program for approximately 385 Spanish-speaking children and their parents and employs approximately 21 bilingual teacher aides. An additional component of the program enables the children to receive medical and dental assistance.

The Neighborhood Youth Corps program provides students from low income families with an opportunity to earn money, thus reducing the likelihood of their dropping out of school for financial reasons. Students are placed in appropriate work positions within Chicago public school facilities and are given supervision and guidance to make their work experiences as successful as possible.

The Emergency Employment Act of 1971 offers financial assistance to public service employers to hire persons for positions which will enable them to move into career employment and advanced training. Special considerations are given to non-English-speaking persons.

Under the Illinois School Code, bilingual education programs in 60 Bilingual Education Centers are currently being funded. Six are in high schools, one in an upper grade center, and 53 in elementary schools. Ten of the elementary school programs have preschool centers. Bilingual and bicultural teachers work with regular classroom teachers in a team effort to identify and cooperatively serve the needs of approximately 11,700 non-English-speaking pupils.

Three Bilingual-Bicultural Resource Centers, one in each school area, are also funded by the Illinois School Code. Each center contains a full range of instruction materials, preschool to grade 12, and will continue to expand its resources as funds are made available. Center materials are available to teachers for viewing and borrowing.

Programs for the Gifted, operating through state funds, provides a variety of special activities for gifted children and their teachers. Non-English-speaking pupils benefit from several of these programs.

PART THREE

Design For Bilingual Education

A COMPREHENSIVE DESIGN FOR CHICAGO

In 1970, 20 school districts in Chicago met to assess needs and establish goals for bilingual education. At 109 meetings throughout the city, the input of hundreds of community people living in Chicago was carefully considered. The result was the decision of the Board of Education to fund $600,000 out of local resources for bilingual education.

A second assessment of needs was undertaken in the fall of 1971 through a series of school and community meetings held in the various districts of the three administrative areas of the Chicago public schools. A citywide meeting was held on November 22, 1971, to enable the participants to make further recommendations and to consider the development of a comprehensive design for bilingual education.

A preliminary draft for A Comprehensive Design for Bilingual Education was distributed in May 1972 to communities which have large numbers of non-English-speaking residents; school staffs, local councils, and parents; officers and selected members of non-English-speaking citywide organizations; and city, state, and federal legislators.

An evaluation instrument accompanied each preliminary draft of the design for the reader to complete and to return to the Board of Education. On June 6, 1972, staff carefully reviewed the feedback. All comments received consideration. Therefore, the final draft of the design published in June 1972, incorporated the recommendations of the participants who responded to the evaluation instrument.

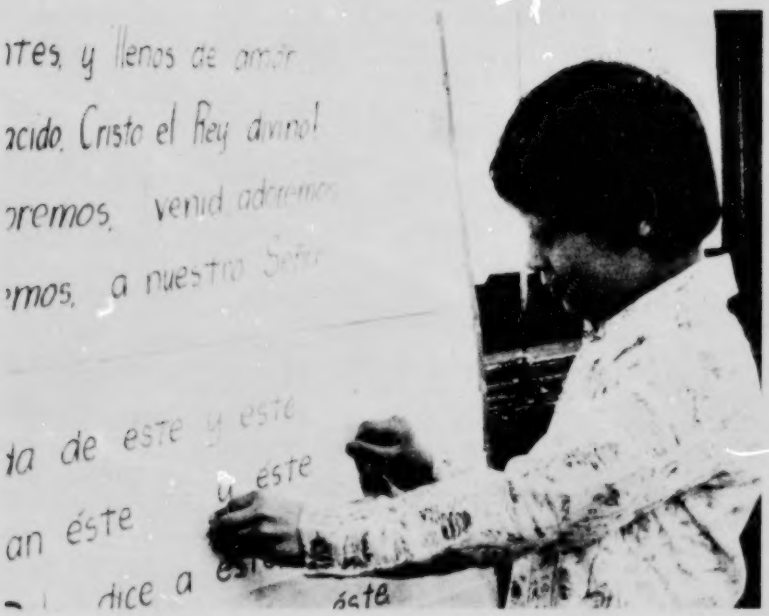
On July 1973, central office and area personnel of the Board of Education met to revise and update the design. The result is this edition of A Comprehensive Design for Bilingual Education. A Spanish translation will be published.

The intent of this design is to formulate a philosophy concerning bilingual education and to lay a foundation of basic elements to be used by committees when writing proposals for funding. Also considered are the development and implementation of five interrelated components to effect the desired outcomes: the instructional, staff development, community, curriculum, and management components.

An important feature of the design is a reevaluation of the whole approach to the education of non-English-speaking children with various bicultural backgrounds. Since cultural diversity is a desirable element of a vibrant society, attention must be given to the social and cultural values of the individual. Bilingual education programs will establish the mechanism for effective utilization of the educational and economic potential of English and non-English-speaking people.

The design does not offer developed proposals for specific programs; nor does it offer models. It does, however, offer those needs and goals assessed and evaluated by many people personally involved and committed to the development of quality bilingual education to serve children in Chicago. This design, then, serves as a principal resource document and catalyst for the development of preliminary proposals by individual schools, districts, areas, and central office departments.

The following needs and goals were reflected by the philosophical values and practical considerations of the bilingual-bicultural communities. This design is open-ended and will include new concepts and programs as they are developed. Its flexible nature will provide for the evaluation and incorporation of new ideas. It also should be noted that this document will continue to be subject to revision on a periodic basic and/or as new needs arise.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OVERALL NEEDS

A comprehensive bilingual education program which provides services for an entire school population, from preschool through high school, in a target area and which encompasses the following categories:

Students

Bilingual students with various degrees of skills and competencies in each language

Monolingual students whose language is English

Monolingual-bicultural students whose language is English and who live in a neighborhood where they and the majority of the families have a similar cultural background

Monolingual-bicultural students whose language is English and who live in a neighborhood where the majority of the families have a cultural background different from that of the students

Monolingual students whose language is one other than English

Monolingual students whose language is one other than English and who live in a neighborhood where the majority of the families are non-English-speaking but speak a language that is different from that of the students

Students with Special Needs

Potential dropouts

Students requiring instructional programs with work experiences

Students who have dropped out of school but wish to continue instruction in a nonschool setting, e.g., outpost centers

College-bound students who require college preparatory programs and other youth who need career-development programs

Exceptional children, including not only the mentally, physically, and emotionally handicapped, but also the gifted

Staff

Administrators, teachers, and auxiliary staff who understand and believe in the philosophy of bilingual education and are willing to work together to implement bilingual education programs

Teachers skilled in teaching two languages to students who may have no background or knowledge of one of the languages or who may have extended and sophisticated language skills in both languages

Teachers skilled in relating to students, staff, parents, and community members of different cultural and ethnic backgrounds

Teachers skilled in preparing and developing instruction materials and curricula for bilingual children

Teacher aides oriented to varied classroom routines and procedures through preservice and inservice

Parents

Parents who understand the services and distinctive features of their children's school, district, and area

Parents who are helping their children make a satisfactory adjustment to school

Parents who actively participate in school functions

Curriculum

Curriculum which considers the special interests and needs of bilingual students and is adaptable to a bilingual education program

Curriculum which stresses language and culture studies and conceptual development

Curriculum which helps bilingual students to develop self-confidence and an interest in continued education

Management

Management that is constantly aware of the needs of bilingual communities

Management that works toward maintaining a bilingual and bicultural professional and nonprofessional staff in the field and central office

Management that initiates changes in existing educational structures, including bilingual education programs, as deemed necessary

Management that encourages teachers to become properly trained in bilingual education

Management that provides or seeks resources to provide paraprofessionals with a career lattice and social mobility opportunities

Management that seeks evaluation instruments appropriate to the cultures and languages of the students

OVERALL GOALS

To increase student proficiency in listening, speaking, reading, and writing in both the native and the target language

To improve individual student achievement in basic subject areas, using native and target languages

To assist each student in developing a positive self-image and to help him in planning, formulating, and achieving worthy and realistic goals with increasing self-direction and self-confidence

To provide students with knowledge and appreciation of ethnic history and culture and thereby to encourage the exploration of cultural alternatives within the context of a culturally democratic environment

To provide comprehensive supportive services to the students which include medical, nutritional, guidance and counseling, tutorial, psychological, and social work components

To provide the schools with personnel who are able to maintain an appropriate instructional program for bilingual-bicultural students

To develop specific skills among staff which will enable them to adapt existing materials and create new ones to meet the special needs of bilingual-bicultural students

To seek special assistance and fellowships for staff in order to increase their opportunities for higher education

To improve dialogue and cooperation between school and community; individuals within schools; and all other groups, especially various ethnic groups

To provide adults with opportunities to pursue a program of instruction related to the bilingual education program through the cooperative efforts of schools and related agencies

To update curriculum in order to maintain the interest of the learner and to help him gain new skills and information

To provide alternative courses of study in the curriculum so that students will have options in selecting their careers and related studies at the high school level

To cooperate with local colleges and universities in the development of curriculum, teacher-training procedures, and research and evaluation techniques

To encourage colleges and universities to enroll an increasing number of bilingual-bicultural students and to provide the students with counseling services geared to prevent dropping out of school

COMPREHENSIVE DESIGN

1. Instructional Component

A. Classroom Services

Need:

Implementation of teaching strategies for students at all levels which stress--

- individualizing instruction
- lowering the teacher-student ratio in the classroom
- diagnosing individual student needs

Goals:

To maximize the students' opportunities for success in school

To involve parents in the teaching-learning process in the schools

To foster success in learning situations by using verbal and non-verbal reinforcements

To utilize programmed and individualized instructional services

To enable non-English-speaking students to progress through the educational program at rates commensurate with their ability

To enable students to feel that they are an important part of Chicago's community

To maintain and/or to increase functional learning ability levels and to demonstrate basic skills development in both languages in all content areas

To program instruction which gradually increases in difficulty in accordance with each student's rate of learning

To motivate students to pursue opportunities for higher education

Need:

Instructional programs which stress cultural reinforcement by--

- recognizing the values of the students' home culture, ethnic heritage, and identity and self-esteem
- providing data about other cultures, while developing student skills which will enable them to understand and appreciate cultural similarities and differences

exhibiting attitudes, values, traditions, and orientations based on different ethnic cultures

Goals:

To demonstrate an acceptance of the students' native language and culture by using both freely and openly in the teaching-learning process

To develop within the students a feeling of pride in their native language and heritage

To develop responsible behavior, feelings of self-worth, and respect for others

To demonstrate knowledge of and respect for other cultures

Need:

A flexible approach in the instructional program that provides for--

student, faculty, and community input

modification in order to incorporate the cultural characteristics of bilingual-bicultural students

Goals:

To help students develop the ability to cope with structured and unstructured situations

To prepare students to live productively in a dynamic and changing world

To initiate positive change rather than reinforce constraints identified with a traditional program

To offer educational programs that are compatible with the characteristics of the learner

To enable students to function as bilingual-bicultural individuals

Need:

An instructional program that emphasizes process as well as content

Goals:

To provide students with alternative educational programs

To develop cognitive, affective, and psycho-motor skills

To systematically expand and reinforce modes of communicating, relating, thinking, perceiving, remembering, and problem solving

To systematically expand and reinforce modes of attending, rating, organizing, and characterizing a value system

B. Supportive Services

Need:

Guidance and counseling services for students and their parents that include procedures for--

diagnosing and treating early mental and/or physical health problems and preventing serious problems from developing

meeting students' personal, vocational, college, and career needs

Goals:

To instill pupils with self-respect, confidence, and the desire to remain in school through an awareness on the part of staff and parents that some children must be given additional encouragement in accepting responsibility and independence

To assist students in making a transition from the elementary school to the high school

To provide students with a curriculum that increases self-direction and self-evaluation

To encourage students to raise their levels of aspiration

To provide incentives for learning so that students will remain in school and thereby reduce the dropout rate

To provide students with career-development experiences

To consult with parents on the students' progress in school

To involve industry, government, and other resources in the community in establishing full-time and part-time employment for high school students who choose to terminate their education or to go to school and work on a part-time basis

Need:

Evaluation instruments that are appropriate to the students' cultures and languages, including diagnostic and achievement tests and individual and group tests

Goal:

To adequately assess the readiness, functional ability, and achievement levels of individual students for purposes of placement, remediation, and identification

Need:

Broadened learning experiences to supplement classroom instruction

Goals:

To develop media centers with books; records, manipulatives, films, and other audiovisual aids; and discovery materials in both languages of the students and pertaining to their native cultures

To utilize instructional television and radio programs produced for bilingual-bicultural students in order to cover various aspects of the curriculum and life in general

To utilize outdoor education programs, field experiences, and bus trips to theaters, museums, and similar places of educational interest

To cooperate with youth organizations and centers in planning outside activities in both the native and target languages

To encourage bilingual-bicultural representatives of businesses professions, and the fine arts to speak with students, in and outside of school settings

Need:

Services that consider the students' physical and mental health, nutritional needs, and economic well-being in order to ensure their success and attendance at school

Goals:

To cooperate with health agencies in order that student illnesses may be diagnosed and treated

To provide students with breakfast and lunch programs, offering nutritious and well-balanced meals prepared in the style of their cultural background as well as in the style of other cultures

To cooperate with other agencies that provide needed and supportive services

2. Staff Development Component

Need:

Recruitment and training of bilingual-bicultural persons, sensitive to the unique educational needs of bilingual-bicultural students and their families, to serve in line and staff positions at all levels

Goals:

To provide administrative personnel to coordinate bilingual education programs

To provide professional staff in the various departments of the Board of Education

To provide staff to serve as classroom teachers, teacher-social workers, teacher-librarians, coordinators of media and resource centers, counselors, adjustment teachers, psychologists, speech therapists, and teachers of exceptional children

To provide paraprofessional personnel to serve as teacher aides and supportive services staff

To provide communications personnel to serve as secretaries, translators, and editors to help organize and disseminate information

To provide receptionists and secretaries in the Board of Education's offices to relate to bilingual parents and to assist bilingual applicants who apply for positions

To provide other personnel to serve as clerks, lunchroom aides, and maintenance staff

Need:

Preservice and inservice education on a continuing and regular basis

Goals:

To improve relationships between people: teacher-child, teacher-teacher, teacher-paraprofessional, teacher-parent, teacher-administrator, and staff-community; emphasizing the recognition and respect of similarities and differences in the cultural backgrounds of all ethnic groups and races

To improve specific language skills needed to teach non-English-speaking children

To improve understanding of the philosophy behind bilingual education, thereby increasing commitment to programs in bilingual education

To improve research, evaluation, and test-development skills, with an emphasis upon teacher-made tests and the methods and utilization of test information

To improve skills in classroom management

To improve general and educational psychology skills which focus on practical considerations which recognize the student's native language skills as an important part of his personality growth

To improve sociological skills for dealing with urban problems and the special adjustments that confront new arrivals and their families who come to live in the city

Need:

Opportunities for professional growth

Goals:

To establish staff and community meetings on a scheduled basis to plan and develop programs germane to the special needs of various schools and communities

To encourage and assist qualified personnel who are teaching bilingual programs to pursue graduate and postgraduate study

To encourage colleges and universities to initiate and/or to expand courses in bilingual education

To implement a career lattice for paraprofessional personnel

To consider teacher and administrator exchange programs with Puerto Rico, Mexico, and other countries in order that knowledge and understanding of those countries' educational systems will be acquire

3. Community Component

Need:

Improvement of school-home-community relationships

Goals:

To involve parents in the formal education of the children at all levels

To encourage greater parent-teacher interaction on both a formal and an informal basis

To structure advisory councils in such a manner whereby unfamiliarity with English is not a barrier to participation

To provide parents with orientation sessions before the opening of school and throughout the year, as necessary

Need:

Aid to parents in guiding and counseling their children by--

informing parents how they may help their children at home with school work and encouraging this involvement by actually working with parents

informing parents of approaches that may foster the intellectual, social, and emotional development of their children

Goals:

To include parents as members of a support team with other adults involved in counseling situations

To develop a local school manual in two languages, written jointly by parents and school staff, to assist in guiding and counseling children, especially in such areas as--

sharing feelings between parents and children

building upon a family tradition that values education and stimulates the children's awareness of their potential for further education

To encourage the formation of groups of parents and children who will identify and discuss universal family problems, concentrating on those involving interrelationships among members of a family or household

Need:

Increased skill in coping with--

social and personal problems

further growth and development

specific community problems that relate to safety and health

problems that may be corrected through improved communication skills

Goal:

To encourage appropriate institutions and agencies to offer adult classes during days and evenings that include--

adult basic education

vocational courses

home economics courses

language mastery courses in the native and target languages

effective public-speaking courses

courses that identify particular talents and interests

other courses for which members of the community express a need

Need:

Cooperative planning with community agencies in implementing and facilitating social, psychological, and health services for the community and encouragement of appropriate agencies to provide for these community needs

Goals:

To encourage students to attend school by assisting them in obtaining adequate clothing and emergency baby-sitting services for their families from cooperating agencies, when necessary

To cooperate with agencies, providing varied services and avoiding duplication of effort

4. Curriculum Component

Need:

Development of a series of learning experiences emphasizing materials, sequential learning steps, and human values which are particularly meaningful to the students

Goals:

To recognize the contributions of cultural pluralism by adapting and modifying the curriculum to reflect the achievement and accomplishments of ethnic groups

To develop curricula which correspond with student age levels, interest levels, and developmental levels in a sequential progression for all content areas

To augment the students' experiential background through a sequential program of school readiness activities

To develop materials in relation to the immediate environment in which the students live, as well as in relation to their cultural and linguistic backgrounds

To develop bilingual-bicultural materials in all disciplines in order to enhance self-concepts and to increase aspirational levels among the students

To improve the students'--

- social awareness
- interactions with students from other cultures
- cultural development
- skills in target and native languages
- skills and knowledge in the content areas which are studied in both languages

Need:

Adaptation of curricula for bicultural students who have a limited knowledge of English, including--

- business and vocational education courses
- home economics and consumer education courses
- practical arts and technical subjects
- family life and sex education courses

drug abuse programs

Junior Great Books programs; inquiry programs, such as Law in American Society; and discussion programs

Goals:

To develop curricula in the native language of the students and materials which would implement such curricula

To utilize bilingual-bicultural materials developed in other states and countries as instructional resources and reference materials

To provide greater opportunities for student involvement in cooperative programs jointly sponsored by the Board of Education, business, industry, and unions that provide meaningful work-study experiences

5. Management Component

Need:

Improved or expanded mechanisms within the school system which will better achieve the goals of bilingual education programs

Goals:

To coordinate services between the schools, districts, areas, and central office

To improve communications and to disseminate ongoing and innovative information about educational programs and school services in the native language of the bilingual-bicultural communities

To compile more detailed statistical information and demographical data about the students and parents living in the bilingual-bicultural communities

To increase appropriations for school materials and supplies to meet the special needs of non-English-speaking students

To secure personnel from universities and agencies to assist in consultant capacities

To continue to provide bilingual education programs in the school system on a locally funded basis

To disseminate information about diversified job opportunities which are available to students and adults

To initiate guidelines permitting students to remain in a school even though they have moved into another school attendance area

To compile information on school dropouts in specific ethnic groups in order to determine if the language factor is directly attributable to the dropout rate

Need:

Modifications in certification and placement procedures

Goals:

To evaluate and validate degrees or credits earned in other countries through a cooperating university that will review each candidate and his credentials through procedures established by appropriate associations

To continue the practice of suitable placement of bilingual-bicultural personnel with special emphasis upon the language skills of the individual

Need:

Vigorous teacher recruitment procedures for bilingual education programs

Goals:

To provide sufficient staff to ensure accomplishment of the goals of bilingual education

To encourage monolingual English-speaking personnel, particularly teachers, to learn the other language used in the bilingual education programs of their schools

To train supportive personnel for special positions such as curriculum writers, coordinators of bilingual education programs, liaison officers between the school and home, and researchers and evaluators to construct testing instruments and conduct evaluation research

Need:

Expansion of a comprehensive organizational structure within the system to facilitate the many needs and objectives of bilingual education

Goals:

To provide total bilingual education schools in communities where they are needed and desired

To provide preschool and primary one through three bilingual centers for children three to eight years old as well as classes for their parents

To provide middle school bilingual centers for grades four through six

To provide upper grade bilingual centers for grades seven and eight

To provide high school bilingual centers for grades nine through twelve

To provide other diversified organizational structures with programs emphasizing the different aspects of bilingual education such as--

reorientation and summer camp programs for children who attend monolingual schools but wish to make a smooth transition to a bilingual program of instruction at any level or cutoff point

orientation classrooms to accommodate new arrivals who have a limited knowledge of English

alternative educational facilities for adolescents who have dropped out of school, but who wish to return for instruction in a nonschool setting

home start programs for non-English-speaking families

learning laboratories at each level to train staff who will work in bilingual-bicultural programs

resource centers in the areas to provide bilingual schools with requested materials and services

training laboratories in the areas to train substitute teachers who will serve at schools where there are bilingual programs

staff renewal centers

Need:

Valid, reliable, and objective evaluation, research, and testing instruments including the following:

For students--

ability tests in the native language

diagnostic tests in the native language

language-dominance tests

verbal and nonverbal instruments to study the effects of bilingual education

For communities--

a survey of community needs by an outside resource agency with trained staff to perform the interviews

For management--

instruments or procedures for evaluating the professional growth of bilingual-bicultural teachers

an effective instrument for testing instruction strategies

a design for developing and field testing valid and reliable instruments for pretest and posttest evaluations

research on the impact of bilingual education on the language usage of students and the effect it has on their development of positive self-concepts

Goals:

To obtain data on internal evaluation that will assist in decision-making

To acquire--

context evaluation which is concerned with providing information about the context or setting within which an educational activity is taking place

input evaluation which has to do with decision alternatives and their relative worth

process evaluation which is related to the implementation of selected alternatives

produce evaluation which is concerned with final outcomes

To measure teachers' abilities in crucial areas of bilingual education

To identify crucial instruction areas of bilingual-bicultural education

To seek cooperation of universities in assisting in all aspects of research, evaluation, and program development in bilingual-bicultural education programs

To conduct ongoing studies which evaluate those educational programs which have a positive influence in increasing the holding power of the schools

Need:

Coordination of community strategy to procure planning grants and special funding

Goals:

To select sites, land, buildings, and other property which may be recommended for bilingual-bicultural education centers

To make a comprehensive demographical study of the bilingual-bicultural communities

To establish coordination of bilingual education programs and services

To sponsor and provide funding for preservice and inservice training

To enable qualified personnel to pursue advanced studies in the many aspects of bilingual education

PART FOUR

Appendix

DEFINITION OF TERMS

Bilingual Education

Bilingual education is the use of both English and another language--usually the pupil's native language--as a means of instruction in the schools. Each of the languages is used to teach all of the school's curriculum (except, of course, the other language itself).

ESL (English as a Second Language) is an important component of bilingual education; but unless the first language is used for teaching a part or all of the curriculum, the educational process in not truly bilingual.

The ESEA Title VII guidelines for bilingual education programs define bilingual schools or bilingual education as follows:

> Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education.

Michael Pool of the Texas Education Service Center explains what bilingual education is and is not as follows (reprinted by permission of the author):

	What It Is		What It Isn't
1.	It is applicable to all children, regardless of native language.	1.	It is not applicable solely to children whose native language is other than English.
2.	It is found worldwide and has been practiced for centuries.	2.	It is not a modern phenomenon encountered solely in the U.S.
3.	It involves the entire curriculum being taught in two languages.	3.	It is not exclusively a language teaching program which excludes math, science, and other curriculum areas.
4.	It recognizes the linguistic rationale underlying specialized techniques for teaching a second language and incorporates these into the program.	4.	It does not attempt to teach a second language without understanding of the necessary materials and methods.
5.	It encourages and develops the native languages of the children and at the same time introduces a second language, which is given equal importance.	5.	It does not stress or emphasize one language over another. It does not function solely in either the child's native language or in the second language.

6. It recognizes the inherent inseparability of culture and language and, thus, in dealing with two languages is essentially bicultural in nature.	6. It does not consider language as a discipline wholly separated from the rest of life and concerned solely with grammatical and phonological elements.
7. It is vitally concerned with the creation and/or strengthening of a child's positive feelings about himself and aims toward this goal through development of the child's academic proficiency as well as through appreciation of his language and culture.	7. It is not steeped in traditional ideas of "correctness" in language or ethnocentricity that it evinces no respect for the child's language and/or culture, thus damaging the child's self-concept.

Bilingualism

For the purposes of this comprehensive design, bilingualism is defined as the ability to understand and to communicate in two languages.

Bilingualism varies in degree from minimal comprehension of a second language to equal proficiency, at a high level of skill, in the two languages.

In the ideal form of bilingualism, the individual has two language systems and is able to function in each language independently of the other. There is no translation. He encodes in the language he speaks.

Biculturalism

Biculturalism is the ability to function comfortably in either of two cultures and to shift easily from one to the other as the bicultural individual chooses or the occasion demands. An individual may be bicultural without being bilingual and a bilingual person may or may not be bicultural.

Monolingualism (or Unilingualism)

This is defined as knowledge of only one language.

Multilingualism (or Polyglotism)

This term refers to mastery of more than two languages.

Native Language

The speaker's first language is referred to as "native language" or "mother tongue."

Target Language

The language to be mastered is referred to as the "target language."

ESL

This is an abbreviation for English as a Second Language.

TESL

This is an abbreviation for Teaching English as a Second Language.

TESOL

This is an abbreviation for Teaching English to Speakers of Other Languages.

SPANISH-SURNAMED STUDENTS
AND STUDENTS WHOSE FIRST LANGUAGE IS ONE OTHER THAN ENGLISH
IN CHICAGO PUBLIC AND NONPUBLIC SCHOOLS

Public Schools

Students	Number in Elementary Schools	Percent	Number in High Schools	Percent	Total Number	Total Percent
Spanish-surnamed	49,497	11.9	12,481	8.6	61,978	11.1
First language is Spanish*	35,452	8.6	5,349	3.9	40,801	7.5
First language is other than English or Spanish**	6,886	1.7	1,730	1.3	8,616	1.6
Non-English-speaking	42,338	10.3	7,079	5.1	49,417	9.0

* Racial Survey: Student, Board of Education, City of Chicago, September 29, 1972.
** Survey of Pupils Whose First Language Is One Other than English, Board of Education, City of Chicago, November 30, 1972.

Nonpublic Schools

Students	Number in Elementary Schools	Percent	Number in High Schools	Percent	Total Number	Total Percent
Spanish-surnamed+	10,577	9.4	2,700	6.2	13,277	7.5

\+ Only data available from Archdiocesan School Board, Chicago.

CHICAGO PUBLIC SCHOOLS
ELEMENTARY PUPILS WITH A LANGUAGE DEFICIENCY
WHOSE FIRST LANGUAGE IS SPANISH - 1971 AND 1972

GRADE	MEXICO		PUERTO RICO		CUBA		OTHER SPANISH SURNAMED AMERICANS		PUPILS WHOSE FIRST LANGUAGE IS SPANISH				TOTAL MEMBERSHIP	
	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1971 %*	1972 No.	1972 %*	1971 No.	1972 No.
Pre-Kdg.	21	45	16	50	0	3	3	6	40	1.9	104	4.4	2,060	2,377
Head-Start	238	282	110	135	4	5	11	15	363	12.1	437	12.6	2,995	3,460
Kdg.	1,590	1,674	1,844	1,917	233	159	224	205	3,891	8.6	3,955	9.5	45,457	41,774
P 1	1,532	1,715	2,123	2,071	240	179	200	195	4,095	9.2	4,160	9.9	44,473	41,969
P 2	1,428	1,652	1,911	1,925	262	220	200	161	3,801	8.6	3,958	9.4	44,271	41,944
P 3	1,437	1,470	1,855	1,854	327	214	157	159	3,776	8.6	3,697	8.7	43,974	42,417
P Z	385	296	571	523	93	68	57	31	1,106	12.5	918	14.0	8,857	6,545
I R	34	19	43	31	13	5	12	4	102	13.2	59	8.2	773	719
4	1,490	1,588	1,759	1,820	235	223	151	185	3,635	8.2	3,816	8.7	44,555	43,733
5	1,322	1,563	1,627	1,803	246	238	178	166	3,373	7.3	3,770	8.7	46,030	43,340
6	1,244	1,411	1,514	1,669	224	202	148	113	3,130	7.1	3,397	7.7	44,381	43,906
7	1,052	1,212	1,340	1,539	170	169	105	147	2,667	5.4	3,067	7.3	42,024	41,985
8	958	1,104	1,188	1,374	196	154	134	126	2,476	6.2	2,758	6.8	39,859	40,496
Spec. Ed.	340	324	646	759	37	34	18	18	1,041	7.6	1,135	8.2	13,752	13,849
Non-Graded		30	6	36	6	113	1	42	13	7.7	221	13.3	169	1,657
TOTAL	13,071	14,385	16,553	17,506	2,286	1,986	1,599	1,575	33,509	7.9	35,452	8.6	423,630	410,171
%	39.0	40.6	49.4	49.4	6.8	5.6	4.8	4.4	100.0		100.0			

*Percentage pertains to the membership in grade level

CHICAGO PUBLIC SCHOOLS
SECONDARY PUPILS WITH A LANGUAGE DEFICIENCY
WHOSE FIRST LANGUAGE IS SPANISH
1971 AND 1972

GRADE	MEXICO		PUERTO RICO		CUBA		OTHER SPANISH SURNAMED AMERICANS		PUPILS WHOSE FIRST LANGUAGE IS SPANISH				TOTAL MEMBERSHIP	
	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1972 No.	1971 No.	1971 %*	1972 No.	1972 %*	1971 No.	1972 No.
9	771	831	1,050	1,011	161	167	160	176	2,142	5.1	2,185	5.1	42,179	42,845
10	400	576	565	731	113	107	72	118	1,150	3.1	1,532	4.0	36,702	38,271
11	344	438	352	370	70	91	40	56	806	2.6	955	3.4	31,304	28,476
12	187	186	224	245	46	36	29	39	486	2.1	506	2.1	23,580	24,366
Spec. Ed.	34	50	75	82	2	9	9	12	120	3.0	153	3.9	4,064	3,953
Non-Graded	28	18	1	0	0	0	3	0	32	24.1	18	5.1	133	352
Outpost		0		0		0		0			0	-		80
TOTAL	1,764	2,099	2,267	2,439	392	410	313	401	4,736	3.4	5,349	3.9	137,962	138,343
%	37.2	39.2	47.9	45.6	8.3	7.7	6.6	7.5	100.0		100.0			

*Percentage pertains to the membership in grade level

CHICAGO PUBLIC SCHOOLS
ELEMENTARY PUPILS WITH A LANGUAGE DEFICIENCY
WHOSE FIRST LANGUAGE IS NOT ENGLISH OR SPANISH

NOVEMBER 30, 1972

GRADE	DUTCH	GERMAN	ITALIAN	CHINESE	JAPANESE	AMERICAN INDIAN (Amerindian)	GREEK	LANGUAGE OF INDIA	OTHER	PUPILS WHOSE FIRST LANGUAGE IS NOT ENGLISH OR SPANISH		TOTAL MEMBERSHIP
										No.	%*	
Pre-Kdg.	1	0	1	2	4	1	0	1	2	12	.5	2,377
Head-Start	1	0	6	34	5	0	1	4	15	66	1.9	3,460
Kdg.	80	28	128	80	41	28	167	49	296	897	2.1	41,774
P1	68	35	143	57	23	17	158	55	263	819	2.0	41,969
P2	55	40	156	78	31	5	173	32	253	823	2.0	41,944
P3	50	50	115	88	19	13	158	36	248	777	1.8	42,417
P4	2	4	24	22	0	4	19	3	31	109	1.7	6,545
IB	0	0	0	0	0	0	1	1	3	5	.7	[illegible]
4	41	33	153	75	25	16	134	29	231	737	1.7	43,733
5	56	31	150	55	15	23	127	17	209	683	1.5	43,340
6	61	43	136	56	8	18	119	14	206	661	1.5	43,906
7	58	26	96	75	11	13	123	9	183	594	1.4	41,985
8	73	23	118	53	13	12	108	9	153	562	1.4	40,496
Spec. Ed.	20	1	19	3	0	8	25	0	27	103	.7	13,349
Non-graded	0	1	0	6	2	13	0	5	11	38	2.3	1,657
TOTAL	566	315	1,245	684	197	171	1,313	264	2,131	6,886	1.7	410,171
%	8.2	4.6	18.1	9.9	2.9	2.5	19.1	3.8	30.9	100.0		

*Percentage pertains to the membership in grade level

CHICAGO PUBLIC SCHOOLS
SECONDARY PUPILS WITH A LANGUAGE DEFICIENCY
WHOSE FIRST LANGUAGE IS NOT ENGLISH OR SPANISH

NOVEMBER 30, 1972

GRADE	POLISH	GERMAN	ITALIAN	CHINESE	JAPANESE	AMERICAN INDIAN (Amerindian)	GREEK	LANGUAGE OF INDIA	OTHER	PUPILS WHOSE FIRST LANGUAGE IS NOT ENGLISH OR SPANISH		TOTAL MEMBERSHIP
										No.	% *	
9	97	23	84	77	13	36	142	8	140	620	1.4	42,780
10	88	16	57	50	10	34	84	6	104	449	1.2	38,197
11	71	16	42	42	7	17	71	7	78	351	1.2	28,382
12	61	14	36	36	5	11	51	3	60	277	1.1	24,261
Spec. Ed.	10	3	4	0	0	0	8	0	4	29	.7	4,326
Non-Graded	1	0	0	0	0	0	0	0	3	4		317
Outpost												80
TOTAL	328	72	223	205	35	98	356	24	389	1,730	1.3	138,343
%	19.0	4.2	12.9	11.8	2.0	5.7	20.6	1.4	22.4	100.0		

*Percentage pertains to the membership in grade level

GOVERNMENT-FUNDED BILINGUAL-BICULTURAL PROGRAMS
CHICAGO PUBLIC SCHOOLS
1973-74

Area	District	School	Address	Languages Other Than English	Funding Agency
A	17	Bowen, James H., High School	2710 E. 89th St.	Spanish	State
A	17	Sheridan, Philip H.	9035 S. Escanaba Ave.	Spanish	State
A	17	Thorp, James N.	8914 S. Buffalo Ave.	Spanish	State
A	22	Sullivan, William K.	8255 S. Houston Ave.	Spanish	State
B	9	Irving, Washington	2140 W. Lexington St.	Spanish	State
B	9	Jackson, Andrew	820 S. Carpenter St.	Spanish	Title VII
B	9	McLaren, John	1500 W. Flournoy St.	Spanish	Title VII
B	10	Burns, Robert	2514 S. Central Park Ave.	Spanish	State
B	10	Farragut, David G., High School	2345 S. Christiana Ave.	Spanish	State
B	10	Gary, Joseph E.	3740 W. 31st St.	Spanish	State
B	10	Whitney, Eli	2815 S. Komensky Ave.	Spanish	State
B	11	Haines, John C.	247 W. 23rd Pl.	Chinese	State
B	19	Cooper, Peter	1624 W. 19th St.	Spanish	State
B	19	Cooper Upper Grade Center	1645 W. 18th Pl.	Spanish	State
B	19	Froebel, Friedrich W., Branch of Harrison High School	2021 W. 21st St.	Spanish	Title VII
B	19	Harrison, Carter H., High School	2850 W. 24th St. Blvd.	Spanish	State

B	19	Jirka, Frank, Jr.	1420 W. 17th St.	Spanish	Title VII
B	19	Hidalgo y Costilla, Miguel Branch of Jungman	1626 S. Miller St.	Spanish	State
B	19	Komensky, John A.	2001 S. Throop St.	Spanish	Title VII State
B	19	McCormick, Cyrus H.	2712 S. Sawyer Ave.	Spanish	State
B	19	Pickard, Josiah L.	2301 W. 21st Pl.	Spanish	State
B	19	Plamondon, Ambrose	1525 S. Washtenaw Ave.	Spanish	State
B	19	Salazar, Ruben	3316 S. Ashland Ave.	Spanish	Title III State
B	19	Spry, John	2400 S. Marshall Blvd.	Spanish	State
B	26	Hamline, John H.	4747 S. Bishop St.	Spanish	State
B	26	Seward, William H.	4600 S. Hermitage Ave.	Spanish	Title VII
B	26	Sherman, William T.	5116 S. Morgan St.	Spanish	State
C	2	Gale, Stephen F.	1631 W. Jonquil Terr.	Spanish	State
C	3	Budlong, Lyman A.	2701 W. Foster Ave.	Greek	State
C	3	Hawthorne, Nathaniel	3319 N. Clifton Ave.	Spanish	Title VII State
C	3	Lake View High School	4015 N. Ashland Ave.	Spanish	State
C	3	LeMoyne, John V.	851 W. Waveland Ave.	Spanish	State
C	3	Greeley, Horace	3805 N. Sheffield Ave.	Spanish	State
C	3	Morris, Robert	919 W. Barry Ave.	Spanish	State
C	3	Nettlehorst, Louis	3252 N. Broadway	Spanish	State

C	4	Lovett, Joseph	6333 W. Bloomingdale Ave.	Greek Italian	State
C	4	Nash, Henry H.	4837 W. Erie St.	Spanish	State
C	6	Burr, Jonathan	1621 W. Wabansia Ave.	Spanish	State
C	6	Chase, Salmon P.	2021 N. Point St.	Spanish	State
C	6	Chopin, Frederic	2450 W. Rice St.	Spanish	State
C	6	Drummond, Thomas	1845 W. Courtland St.	Spanish	State
C	6	Diego, Jose de, Branch of Schley	1240 N. Oakley Blvd.	Spanish	Title III State
C	6	Lafayette, M. Jean de	2714 W. Augusta Blvd.	Spanish	State
C	6	Mitchell, Ellen	2333 W. Ohio St.	Spanish	State
C	6	Moos, Bernhard	1711 N. California Ave.	Spanish	State
C	6	Campos, Juan Morel, Branch of Pulaski	1520 N. Claremont Ave.	Spanish	Title VII
C	6	Otis, James	525 N. Armour St.	Spanish Italian	State
C	6	Sabin, Albert R.	2216 W. Hirsch St.	Spanish	State
C	6	Talcott, Mancel	1840 W. Ohio St.	Spanish	State
C	6	Clemente, Roberto, High School	1313 N. Claremont Ave.	Spanish	State
C	6	Von Humboldt, Alexander	2620 W. Hirsch St.	Spanish	State
C	6	Wells, William H., High School	936 N. Ashland Ave.	Spanish	State
C	6	Yates, Richard	1839 N. Richmond St.	Spanish	State

C	6	Kosciuszko, Thaddeus	1424 N. Cleaver St.	Spanish	Title VII State
C	7	Agassiz, Louis J.	2851 N. Seminary Ave.	Spanish	State
C	7	Mulligan, James A.	1855 N. Sheffield Ave.	Spanish	State
C	7	Newberry, Walter L.	700 W. Willow St.	Spanish	State
C	7	Mayer, Oscar F.	2250 N. Clifton Ave.	Spanish	State
C	8	King, William H.	740 S. Campbell Ave.	Spanish	State
C	24	Brennemann, Joseph	4251 N. Clarendon Ave.	Spanish	State
C	24	Marti, Jose, Branch of Goudy	5126 N. Kenmore Ave.	Spanish	Title VII State
C	24	Stewart, Graeme	4525 N. Kenmore Ave.	Spanish	State
C	24	Swift, George B.	5900 N. Winthrop Ave.	Spanish	State
C	25	Cameron, Daniel R.	1234 N. Monticello Ave.	Spanish	State
C	25	Lowell, James Russell	3320 W. Hirsch St.	Spanish	State
C	25	Nobel, Alfred	4127 W. Hirsch St.	Spanish Italian	State

REPRESENTATIVE BILINGUAL EDUCATION PROGRAMS IN OTHER STATES

ARIZONA

Wilson Elementary School District 7 (Primary I)
2411 East Buckeye Road
Phoenix, Arizona

CALIFORNIA

Mexican American Study Project
University of California - Los Angeles
Los Angeles, California 90024

ESL/Bilingual Demonstration Project Center (Pre. - Grade 9)
2950 National Avenue
San Diego, California 92113

Stockton Unified School District
701 North Madison Street
Stockton, California 95202

FLORIDA

Dade County Public Schools
1410 N. E. Second Avenue
Miami, Florida 33132

MASSACHUSETTS

Massachusetts Teachers Association
20 Ashburton Place
Boston, Massachusetts 02108

NEW JERSEY

Bilingual Education for Spanish-speaking Students
Liberty School
Englewood, New Jersey

NEW MEXICO

Department of Bilingual Education
University of New Mexico
Albuquerque, New Mexico 87106

Southwest Cooperative Educational Laboratory
117 Richmond Drive N.E.
Albuquerque, New Mexico

Department of Education
Bilingual Education
N.M. Capitol Building
Sante Fe, New Mexico 87501

NEW YORK

Bilingual School, P.S. 25
811 East 149th Street
Bronx, New York 10455

Ocean Hill-Brownsville (K-2)
P.S. 155 - K
1355 Herkimer Street
Brooklyn, New York 11233

TEXAS

Foreign Language Education Center
University of Texas
Austin, Texas 78712

Southwest Education Development Laboratory
Momodore Perry - Suite 550
Austin, Texas 78701

Dos Mundos School (Pre. - K)
878 Oak Park Avenue
Corpus Christi, Texas 78408

Applied Language Research Center (Primary 1 - 3)
El Paso Independent School District
El Paso, Texas 79902

Foreign Language Instruction
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

Academic Programs
San Antonio Independent School District
San Antonio, Texas 78207

Edgewood Independent School District
Better Education through Bilingualism
6458 West Commerce Street
San Antonio, Texas 78237

Bilingual Demonstration and Dissemination Center
Navarro School
623 South Pecos
San Antonio, Texas

WASHINGTON, D.C.

Chief Language Research Section
U.S. Office of Education
Washington, D.C. 20202

Institute of Language and Linguistics
37th and O Streets N.W.
Washington, D.C. 20007

BILINGUAL EDUCATION: SOURCES OF INFORMATION

Chicago Public Schools

Department of Curriculum
Board of Education
City of Chicago
228 North LaSalle Street, Room 822
Chicago, Illinois 60601

Department of Government Funded Programs
Board of Education
City of Chicago
228 North LaSalle Street, Room 1130
Chicago, Illinois 60601

Area A Curriculum Services
1750 East 71st Street
Chicago, Illinois 60649

Area B Curriculum Services
4815 South Karlov Avenue
Chicago, Illinois 60632

Area C Curriculum Services
5025 North Laramie Avenue
Chicago, Illinois 60630

State of Illinois

Bilingual Education Section
Office of the Superintendent of Public Instruction
State of Illinois
188 West Randolph Street, Room 1400
Chicago, Illinois 60601

Bilingual Education Service Center
101 North Owen Street
Mount Prospect, Illinois 60656

Other Locations

Southwestern Cooperative Educational Laboratory
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

Dissemination Center for Bilingual-Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78767

Bilingual Education
Administration Offices
Dade County Public Schools
1410 N.E. 2nd Avenue
Miami, Florida 33132

Early Childhood Bilingual Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue, Room 1301
New York, New York 10003

Bilingual Education Program (Title VII)
Bureau of Elementary and Secondary Education
Department of Health, Education, and Welfare
Washington, D.C. 20202

International Center for Research on Bilingualism
Cite Universitaire
Quebec 10, P. Q., Canada

PART FIVE

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